



Dyslexia: The School Report

why education "must try harder"
to support every dyslexic learner

NAME: **World's Education System**

SUBJECT: **Dyslexia**

DATE: **October 2022**


The Big Picture - overview

2022 has been a BIG year. It's the year that the world finally recognised Dyslexic Thinking as a skill. It's the year that Dyslexic Thinking officially entered the dictionary as a noun.

And it's the year the world's **BIGGEST** careers platform LinkedIn, added Dyslexic Thinking as a skill.

This is a result of our campaigning, and our research with EY and Manpower which recognised that Dyslexic Thinking is a direct match for the skills for the future – as defined by the World Economic Forum.


Watch the campaign film here <https://www.youtube.com/watch?v=D5Phdr6wUMs>



Dyslexic Thinking
is a direct match
for the skills for
the future

BIG progress

Some educational systems are making rapid progress, with New York being best in class. This year, the world's **BIGGEST** city, with the **BIGGEST** number of teachers, and the **BIGGEST** number of schools – trained **EVERY** single teacher to spot and support every dyslexic child. They recognised that the city's schools should be nurturing the creative, innovative Dyslexic Thinkers who are fundamental to building its future...



“New York City has
trained **EVERY** teacher
to spot and support
every dyslexic child”

... they also recognised that, unsupported dyslexia is the cause of some of the biggest societal problems and inequalities. Mayor of New York, Eric Adams (himself dyslexic), is passionate about addressing the school-to-prison pipeline – in New York, 30-40% of prisoners are dyslexic¹. So, supporting dyslexia is a simple way to reduce racial and socio-economic disparities in educational outcomes.

Watch the Mayor of NYC addresses World Dyslexia Assembly here <https://www.youtube.com/watch?v=6iNPxcohLc4>

BIG problem

But progress in the rest of the world is slow. Despite:

- Knowing for decades how to spot and support dyslexia...
- Countless recommendations from reports and experts all around the world...
- Research now showing that Dyslexic Thinking is vital for our future...there is still a BIG gap in knowledge about dyslexia in our schools.

And this report shows that the majority of educational leaders must apply themselves with more focus in order to help dyslexic children to fulfil their potential. **It's time to Learn Dyslexia.**

Made By Dyslexia has conducted the biggest ever research survey with the global dyslexia community, which finds that:



Only 1 in 10
teachers has a good
understanding of
dyslexic strengths²



Over half
say their school fails
to understand dyslexic
challenges³



Only 4%
of schools screen
ALL learners
for dyslexia⁴

This results in 80% of dyslexics leaving school unidentified.⁵

BIG (but simple) solution

The solution to this BIG problem is simple and irrefutable: we need to train all teachers to spot, support and empower the **1 in 5 dyslexic students** who are in every classroom, around the world. And we need to do it at speed... just like New York City.



“It’s time we stopped pulling people out of the river and go upstream and stop them from falling in the first place.”

Archbishop Tutu

We need to train all teachers to spot, support and empower the **1 in 5** dyslexic students who are in every classroom

What is dyslexia

21st century definition of dyslexia

Dyslexia influences as many as **1 in 5 people** and is a genetic difference in an individual’s ability to learn and process information. As a result, dyslexic individuals have differing abilities, with strengths in creative, problem-solving and communication skills and challenges with spelling, reading and memorising facts.

Generally, a dyslexic cognitive profile will be uneven when compared to a neurotypical cognitive profile. This means that dyslexic individuals really do think differently.

Traditional benchmarking disadvantages dyslexics, measuring them against the very things they find challenging.

What is Dyslexic Thinking?

Dyslexic Thinking is now recognised as a noun in the dictionary as a creative and innovative way to think. LinkedIn also recognise it as a valuable and sought-after workplace skill and have added it to their platform. Here is the entry in [dictionary.com](https://www.dictionary.com/browse/dyslexic-thinking)

Dyslexic
Thinking is now
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The screenshot shows a web browser window with the Google search bar and the URL <https://www.dictionary.com/browse/dyslexic-thinking>. The main heading is 'dyslexic thinking' in a large, bold, black font. Below it is the phonetic transcription '[dis-lek-sik thing-king]' followed by a 'SHOW IPA' link and a star icon. The word 'noun' is written in a smaller, italicized font. A definition is provided: '1 an approach to problem solving, assessing information, and learning, often used by people with [dyslexia](#), that involves pattern recognition, spatial reasoning, lateral thinking, and interpersonal communication.'

dyslexic thinking

[dis-lek-sik thing-king] [SHOW IPA](#) ★

noun

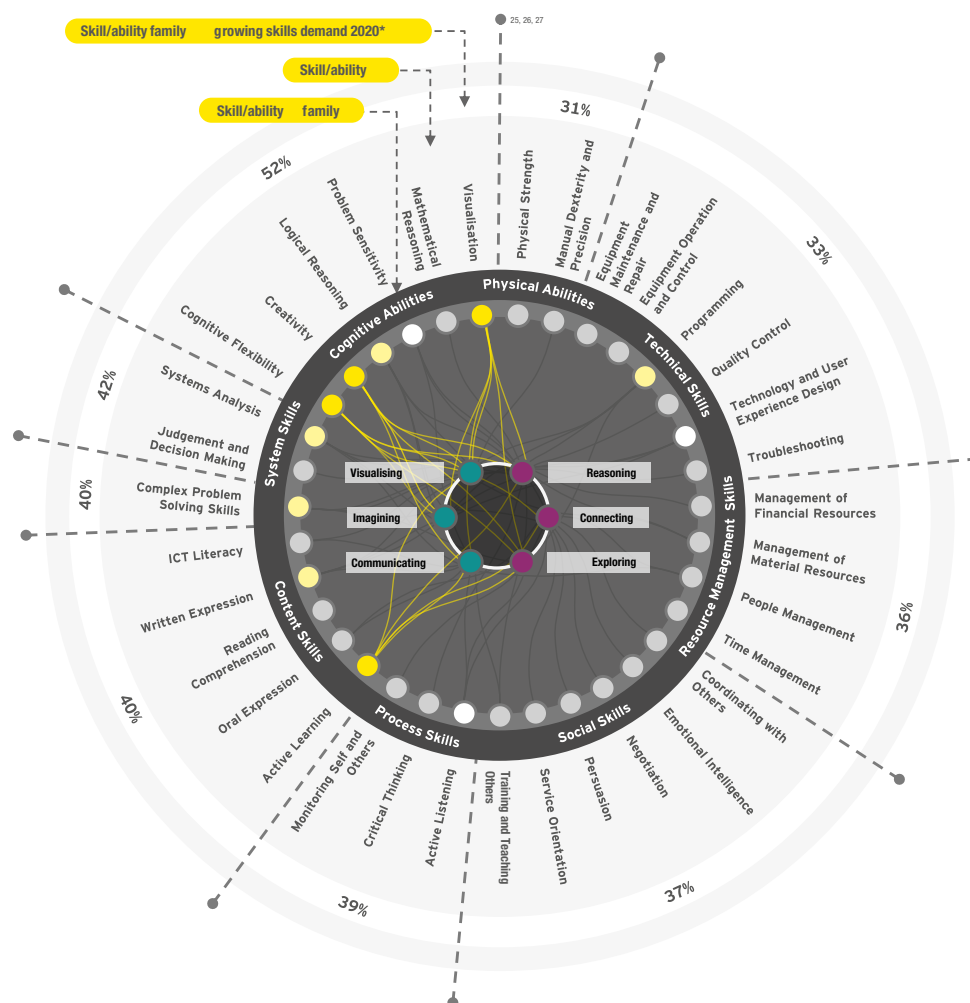
1 an approach to problem solving, assessing information, and learning, often used by people with [dyslexia](#), that involves pattern recognition, spatial reasoning, lateral thinking, and interpersonal communication.

The exact skills the world needs

Dyslexic Thinking skills are valuable and vital. They are the 'soft skills' every workplace is looking for like creativity, adaptability, leadership, innovation, problem solving and critical thinking. As our 2018/19 reports with global consultancy EY, [Value of Dyslexia](#)⁶, found: these skills are a direct match for those identified by the World Economic Forum as the skills of the future.⁷

Watch the [EY Film](#)

*Dyslexic strengths align to
core work-related skills and abilities of the future*



Source: Value of Dyslexia, Made By Dyslexia & EY, p.29⁸

The BIG opportunity

Right now, the world is experiencing an unprecedented skills gap. Our 2020 report, [The Dyslexic Dynamic](#)⁹, pointed out that talent shortages are at a 15 year high.

Dyslexic
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Dyslexic minds are poised to fill this skills gap. As technology takes over the tasks dyslexics find more challenging, the soft skills that are most valued in today's workplaces are the exact skills that people with dyslexia excel at.

By 2025 machines and humans will share roles 50-50. The **50%** of 'human' skills needed map directly with Dyslexic Thinking. As 1 in 5 people are dyslexic, this represents a global workplace talent pool of over **700 million** people.

This fact was recognised by LinkedIn, who in April 2022, added Dyslexic Thinking as a skill to its platform.

Watch the Dyslexic Thinking campaign film <https://youtu.be/D5Phdr6wUMs>



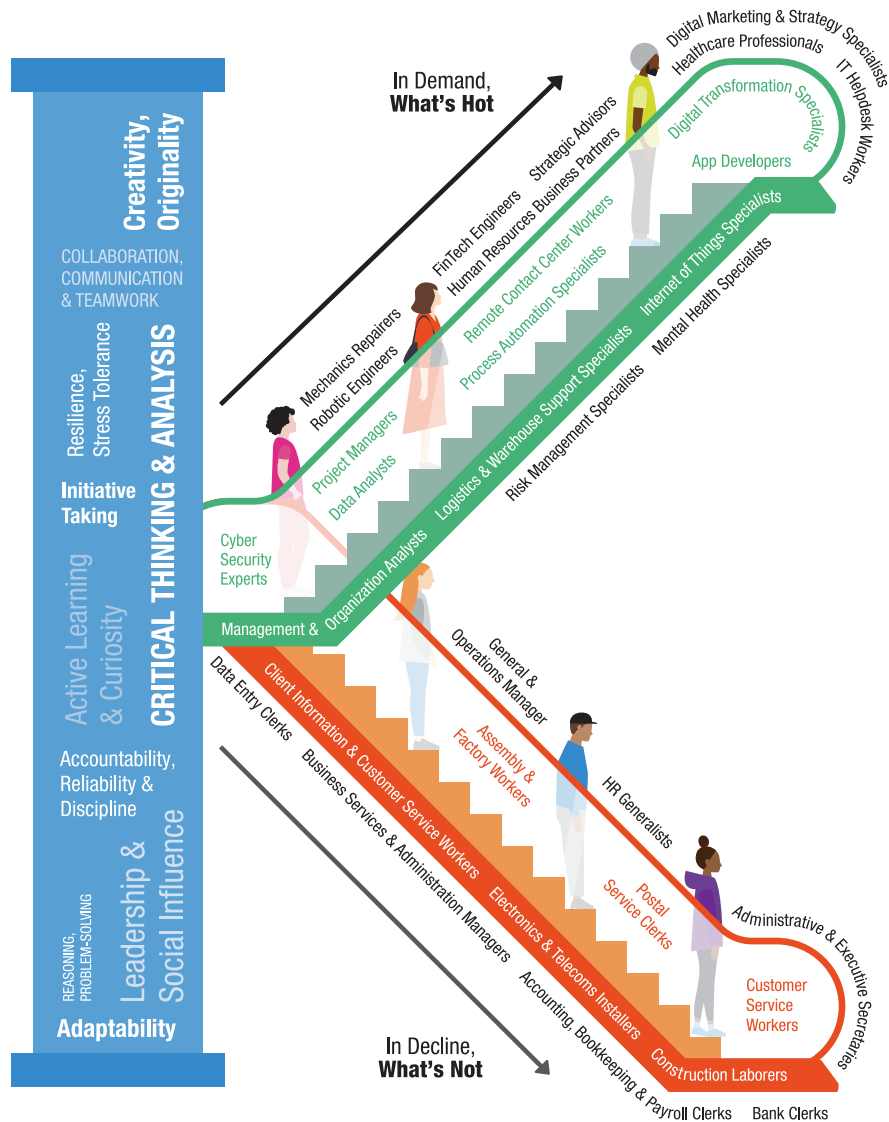
“Dyslexia is a talent, first and foremost. And it’s a talent that needs to be recognised as something that can make a fundamental shift in how organisations recruit and solve the skills shortage across the world.”

Matthew Higgs - VP Randstad Sourceright

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Now companies like HSBC, Facebook (Meta) and EY are actively looking for dyslexics, recognising that Dyslexic Thinking is a valuable asset to every team. In fact, entrants on British Intelligence agency, GCHQ's, apprentice scheme are 4 times more likely to have dyslexia than other organisations' programmes.¹⁰

50% of 'human' skills needed map directly with Dyslexic Thinking



Source: Dyslexic Dynamic, Made By Dyslexia & ManpowerGroup Talent Solutions, p.9¹¹

The BIG Problem

But, despite dyslexics being ready for the workplace of tomorrow, research shows that there are big gaps in educators' knowledge of dyslexia today. And our global education system must learn how to fill them.

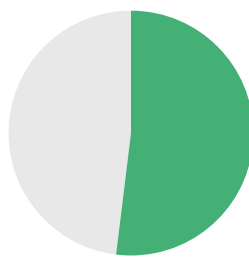
Made By Dyslexia has conducted the biggest ever research survey with the global dyslexia community and found that:

- Only **1 in 10** say that **teachers have a good understanding of dyslexic strengths**¹²
- **Over half** say their school **fails to understand dyslexic challenges**¹³
- **Only half** of schools, districts or authorities **use the term dyslexia**¹⁴

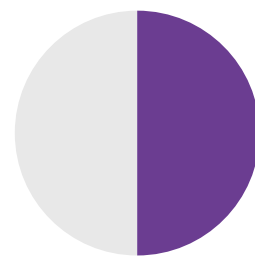
There is global consensus on how to spot, support and empower dyslexic children. There is also global consensus that almost all can thrive in a mainstream setting if the right support is put in place. But despite this, support in schools remains patchy at best, and non-existent in places due to the lack of teacher training and the reluctance to identify dyslexic children.



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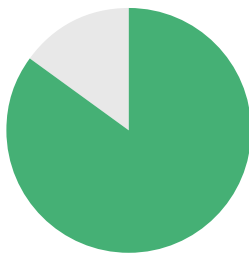


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Early identification is crucial for dyslexic learners. The earlier it's discovered and supported the sooner dyslexic kids catch up and keep up. But our 2022 research finds that:

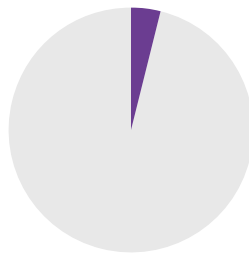
- **85%** say the process of identifying dyslexia was difficult or not possible¹⁵
- **Only 4%** say their schools screen all learners for dyslexia¹⁶

This means **80%** of dyslexic children **leave school unidentified**.¹⁷



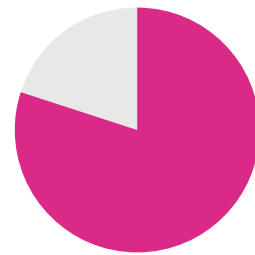
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When it comes to accommodations to level the playing field in exams, dyslexic students are also missing out. Our research found:

- **Nearly two thirds** say it was **difficult or impossible** to get accommodations and adjustments in tests and exams¹⁸
- **Only 5%** saw exams as an effective way for dyslexic students to demonstrate their knowledge of a subject¹⁹

Exams fit neatly into the biggest dyslexic challenges, with their emphasis on rote learning and timed tests. Skills which are fast becoming less relevant to workplaces in the age of technology.

In the mainstream classroom, dyslexic learners should be supported by teachers who have an understanding of the strengths and challenges which come with dyslexia. But many are not:

Only 20%
describe the
support they
receive as 'good'

- **Only 20%** would describe the support they receive in the classroom as **good**²⁰
- **80%** are left to muddle through with support that is average, poor or non-existent.²¹

The BIGGEST Special Educational Need (SEN)

Dyslexia is very common, accounting for 80% of Special Educational Needs and neurodiversity according to Yale²². And we know the teaching strategies that help dyslexic learners help ALL learners. So, by training all teachers to use evidence-based methods that work for dyslexics, we can transform educational outcomes for all.



“Whatever is good for a dyslexic learner is good for all learners and if we just taught what was best for dyslexics, everyone would get better – so it really is a magic bullet.”

Gavin Horgan - Head of Millfield School, UK

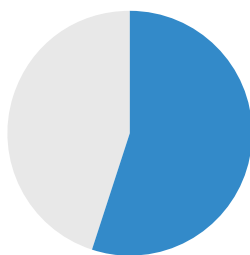
The BIG Failure

Failure to spot and support dyslexia is resulting in some of society's biggest problems. And we've known this for decades.

Studies funded by the UK government in 2009, showed that:

- **55%** of children **failing SATs** at Key Stage 1 & 2 were **dyslexic**²³
- **55%** of children leaving school **unable to read and write** were unsupported dyslexics²⁴
- This figure rose to **100%** in dyslexic children from **disadvantaged backgrounds**²⁵

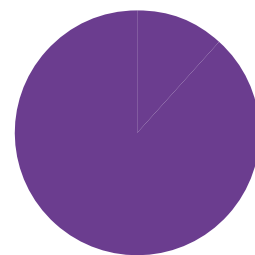
In the US, only **1 in 50 dyslexic** students receive the accommodations they need by law²⁶.



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Dyslexia and exclusion

Teachers are unaware of the emotional impact that dyslexia has on students, which can have devastating consequences. Our research found that:

- **Only 12%** said their school **had a good understanding of the emotional impact** associated with struggling with dyslexia²⁷

Left unidentified or unsupported, children can develop behavioural problems which can result in school exclusion and long-term loss of learning opportunities.

- **65%** of children screened at a London **Pupil Referral Unit were dyslexic**²⁸
- In the UK, children with Special Educational Needs (SEN) like dyslexia are **7 times more likely to be excluded from school**²⁹
- While in the US, students with Special Educational Needs (SEN) are **more than twice as likely to be suspended**³⁰

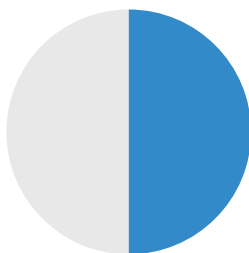
Dyslexia and prison pipeline

All of these factors, push a disproportionate number of dyslexic students into the school-to-prison pipeline.

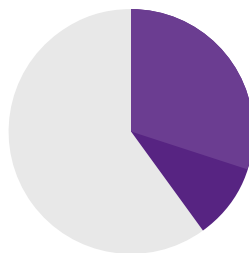
- In the US, over **50%** of young adults with SEN **end up in the justice system**³¹
- **30-40%** of the prison population in New York is dyslexic³²
- **More than half** of inmates in the UK prison system are dyslexic³³

This failure is preventable with the right identification and support.

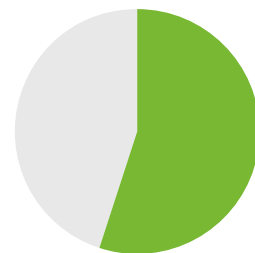
A 2012 programme in the UK: Dyslexia Behind Bars found that when prisoners were taught to read, the reoffending rate dropped to 5.9% within 4 years (instead of 55% in 2 years or 68% in 5 years).



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The BIG history lesson

We've known how to spot and support dyslexia for decades. We've also known what the consequences are for society when we **DON'T**.

Throughout history, the media have reported on our education system's failure to properly identify and support dyslexics. But for too long, governments have swept dyslexia under the carpet – creating inequitable education systems where support has only been available if you can afford to pay for it or know how to fight for it.

Enough is enough

We cannot allow future generations of valuable citizens, who have 10/10 the skills we need, to be failed by the education system. We need to create an equal society where every dyslexic child is enabled to reach their potential because their thinking is valuable and vital.

Otherwise, we are doomed to watch history repeat itself. What journalists in 1944 couldn't have foreseen is the role technology can play in the 1st century to scale support (through free training) and reach every classroom, throughout the world.

We have the tools. We have the training. The time for action is NOW.



“Those that fail to learn from history are doomed to repeat it.”

Winston Churchill - (dyslexic himself)



“Our city has failed too many kids whose Dyslexic Thinking skills were not spotted or supported.”

Eric Adams - New York City Mayor (dyslexic himself)

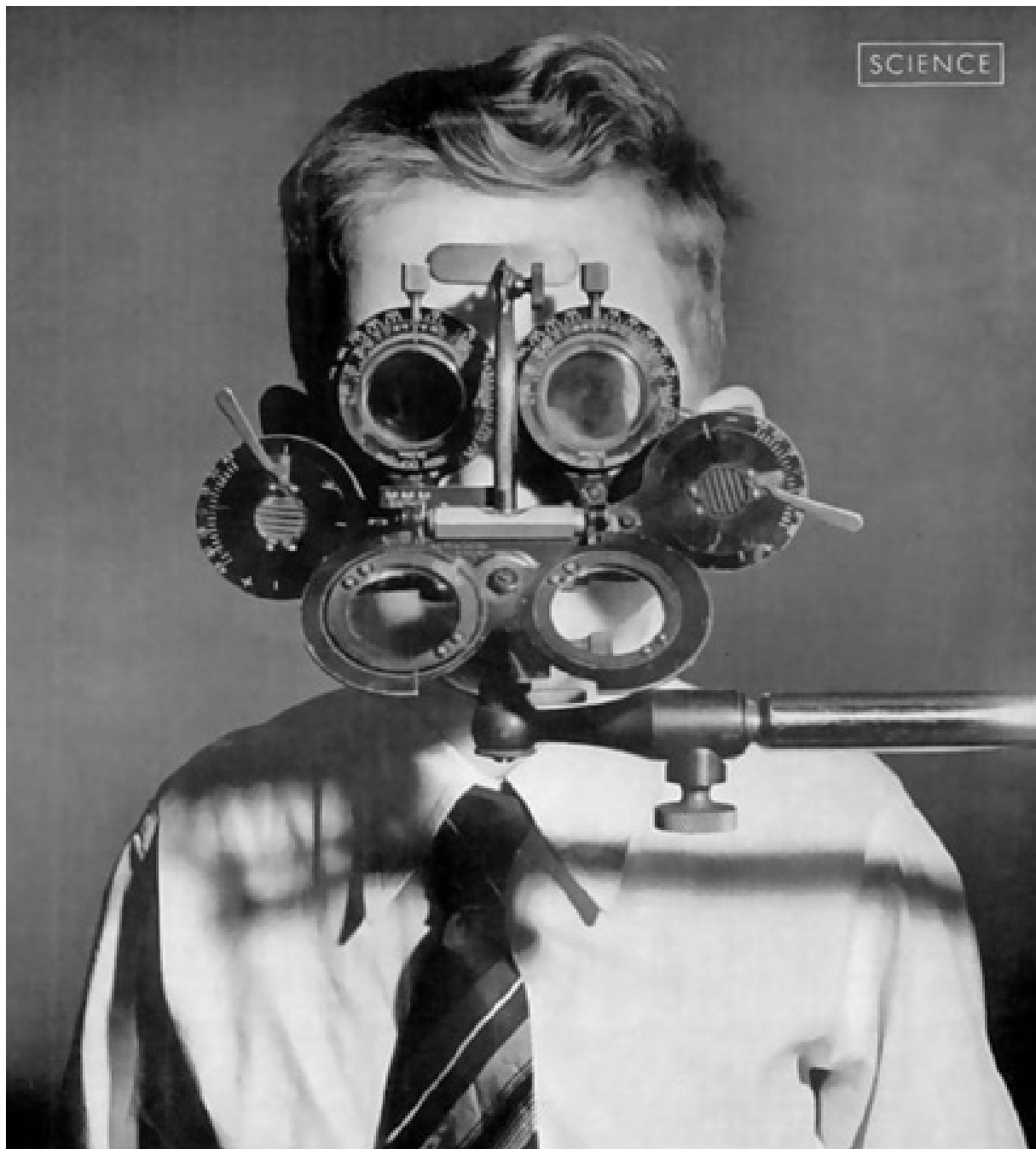


“Enough is enough. Support shouldn't be dependent on your ability to pay or fight for it but be freely available in every single school.”

Kate Griggs - Founder & CEO of Made By Dyslexia (dyslexic herself)

1944

Life magazine reports that “Dyslexia is responsible for 70% of school failures in 6 to 12 year olds.”



1974

The Houston Chronicle points to the link between unsupported dyslexia and “juvenile delinquency”.





2008

BBC News reports 55% of children failing SATs are dyslexic

LIVE **BBC NEWS CHANNEL**


Last Updated: Friday, 14 March 2008, 03:26 GMT

 [E-mail this to a friend](#)  [Printable version](#)

Dyslexia link to school failures

Many schoolchildren could be failing reading and writing tests because they are unaware they are dyslexic, new government-funded research suggests.

A study by Hull University academics of 1,300 children said dyslexia was a major cause of failure.



Campaigners say dyslexia could affect one child in five

Over half of those who did not achieve expected levels in SATS tests displayed all the signs of being dyslexic.

The research has led to calls for more specially-trained teachers in schools as well as better diagnosis.

'Often ignored'

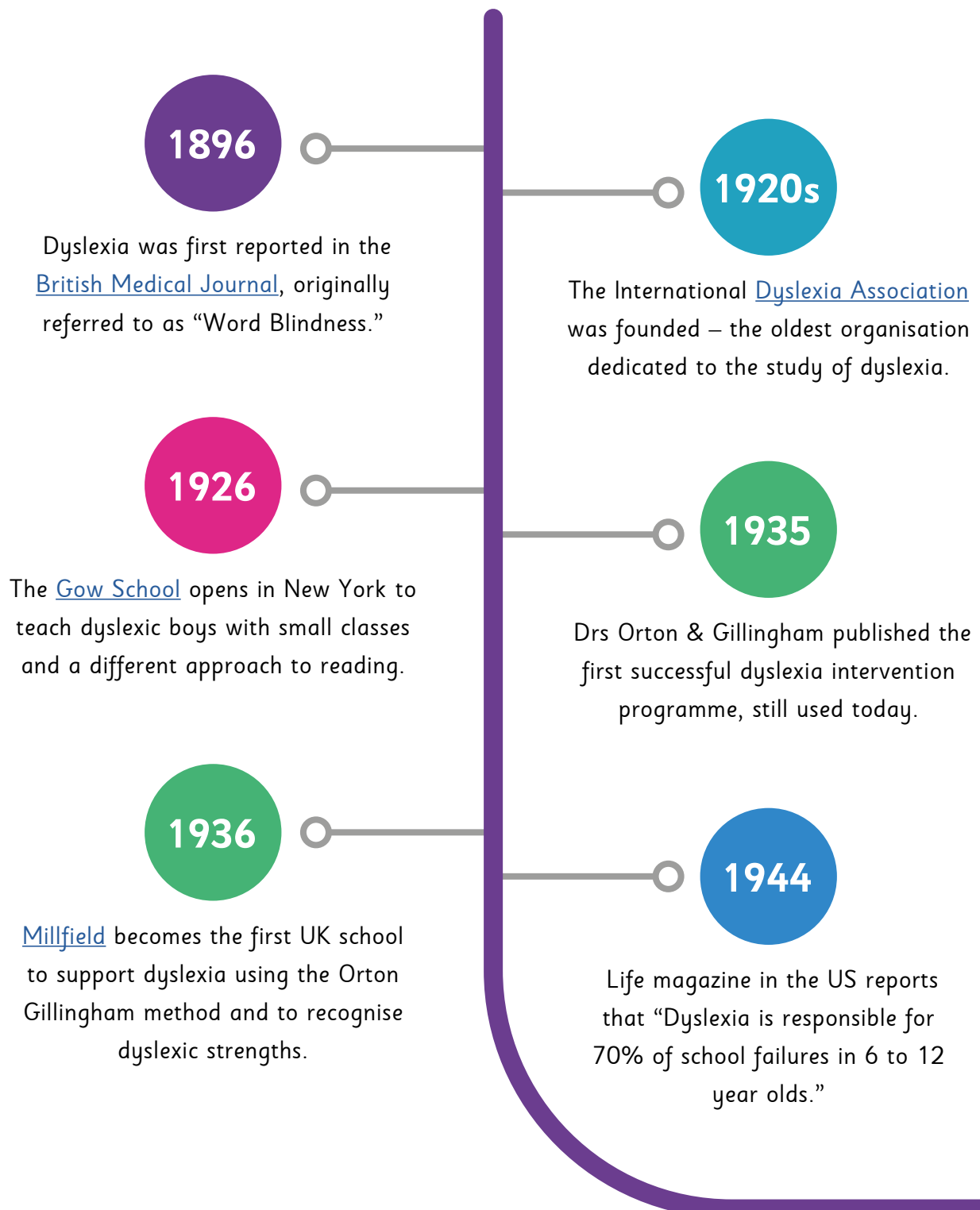
The study, commissioned by dyslexia charity Xtraordinary People, claims to be the first to firmly identify dyslexia as a major cause of underachievement in primary schools.

It looked at seven and 11-year-olds who failed to reach expected levels of reading and writing in national tests.

The majority - 55% - displayed all the signs of being dyslexic.

Campaigners say the research shows many such children are being let down by schools as they could overcome the reading disorder if they received a diagnosis and specialist teaching.

A brief history of dyslexia



1959

The [Schenck School](#) in Atlanta was founded by David Schenck as the first elementary school to develop the potential of dyslexic kids.

1972

[The British Dyslexia Association](#) was formed to advocate for the rights of dyslexics in the UK and offer training and support to its members.

2004

Campaigning charity, Xtraordinary People, was founded by Kate Griggs, to showcase dyslexic strengths and push for education reform.

2009

[‘No to Failure’ report](#) demonstrates the link between unsupported dyslexia and school failure and the effectiveness of dyslexia support.

1971

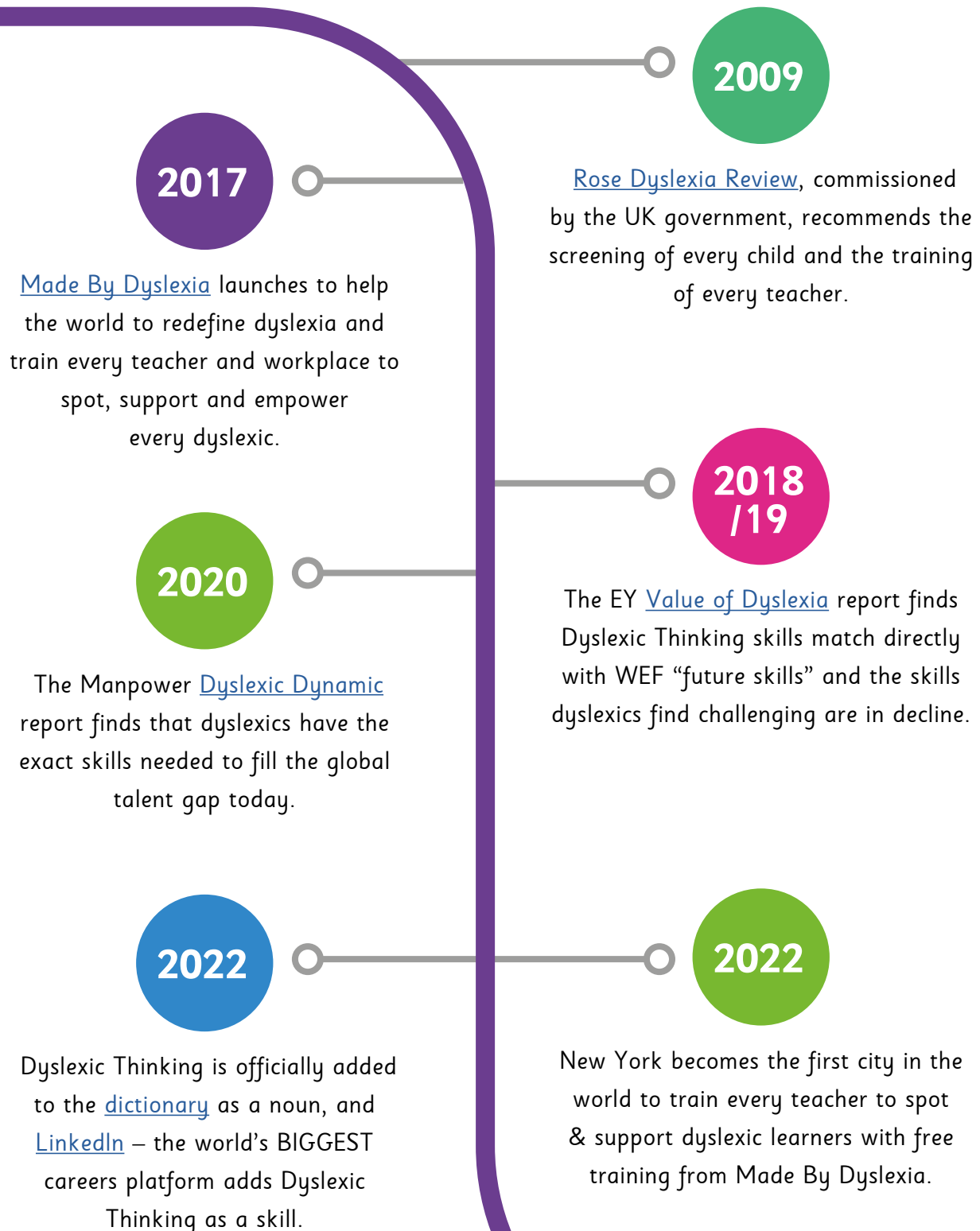
[Helen Arkell Centre](#) opens in the UK to support dyslexics and train teachers, helping everyone to understand that dyslexics learn differently.

1974

Houston Chronicle reports on dyslexic strengths and recognises the link between unsupported dyslexia and behavioural problems.

2006

[BBC documentary “Real Story”](#), shows how intervention can transform the lives of dyslexic children in one of London’s lowest performing schools.



The BIG Solution (conclusion & recommendations)

The indisputable fact is: Dyslexic Thinking is vital to our future.

Research proves it.

The world's **BIGGEST** careers platform (LinkedIn) recognises it.

And some of the **BIGGEST** global employers (HSBC, EY, Meta) are actively recruiting for it.

But our **BIGGEST** problem is that these valuable skills are not being spotted or supported in our schools.

When they are not spotted, they can be responsible for some of society's **BIGGEST** failures, whether that's educational failure, school exclusion or even prison. This results in wasted potential that's entirely preventable. Our global education system must learn to support the needs of dyslexic children.

The solution is clear – we need to skill up teachers – at speed – to make sure every school around the world can **spot, support and empower every** dyslexic mind.

Made By Dyslexia has already come up with a solution by creating free training so every teacher can 'Learn Dyslexia' and empower the 1 in 5 dyslexic children in their classroom.

This online video-based training is created in partnership with Microsoft and features expert teachers from schools that are world renowned for supporting dyslexia.

Find them at <https://www.madebydyslexia.org/learndyslexia>

The world's **BIGGEST** city has already taken it. New York has trained all 100,000 teachers with the skills to identify the signs of dyslexia and evidence-based methods to support it.

Now the rest of the world needs to follow.

Learn Dyslexia (conclusion & recommendations)

One single day can make a world of difference to the outcomes of the 1 in 5 dyslexic learners in every classroom.

That's why Made By Dyslexia is launching the 'Learn Dyslexia' campaign and asking every school across the world to allow every teacher to **#TakeADayForDyslexia** and skill up using our **FREE** online training.

- The training is free – no budget needed
- It's online and available to all, on demand
- It can be completed on specific training days, or individually on-demand with no cover costs

Access training at madebydyslexia.org/learndyslexia



“This training enables every teacher to create an inclusive classroom where dyslexics can thrive. It is essential for EVERY teacher, because whether you’ve recognised them or not, dyslexics are 20% of EVERY classroom and have exactly the thinking our workplaces need.”

Josh Clark - IDA Chair & Head of Landmark School



“The training opened my eyes to a whole new way of inclusive teaching.”

Primary Teacher - UK



“Ticks all the boxes – short, keeps your attention, factually-strong and incredibly effective.”

Primary Teacher - UK

About Made By Dyslexia

Made By Dyslexia is a global charity led by successful dyslexics. Our purpose is to redefine dyslexia and help the world to properly understand, value and support it.

Our mission is to train every teacher and help every workplace to spot, support and empower every dyslexic mind. This mission is aligned with the following 3 UN Sustainable Development Goals (SDGs) and we aim to achieve this by 2030.



We are achieving our mission by creating highly effective, free training which equips teachers with the skills they need to spot, support and empower dyslexic learners. It also transforms how dyslexic learners see and value their own skills.

Since our launch in 2017, we have created the world's largest community of dyslexic people and allies, who like us are passionate about driving change. Our inspirational events, strategic partnerships, ground-breaking reports and global community is driving change.

Made By Dyslexia is a social movement, on a mission and at speed.

Contact: media@madebydyslexia.org

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- ¹ New York City Government. Available at: <https://www1.nyc.gov/office-of-the-mayor/news/288-22/transcript-mayor-eric-adams-appears-live-the-yes-network#/0> (Accessed: 5 September 2022)
- ² Dyslexia in education 2022: new global research, Made By Dyslexia, October 2022
- ³ Dyslexia in education 2022: new global research, Made By Dyslexia, October 2022
- ⁴ Dyslexia in education 2022: new global research, Made By Dyslexia, October 2022
- ⁵ Educational cost of dyslexia, BDA, October 2019. Available at: <https://cdn.bdadyslexia.org.uk/uploads/documents/Educational-cost-of-dyslexia-APPG-for-Dyslexia-and-other-SpLDs-October-2019.pdf?v=1632303330> (Accessed: 5 September 2022)
- ⁶ Made By Dyslexia & EY, Value of Dyslexia, 2018, www.madebydyslexia.org/assets/downloads/EY-the-value-of-dyslexia.pdf
- ⁷ Future of Jobs Report 2018, World Economic Forum
- ⁸ Made By Dyslexia & EY, Value of Dyslexia, 2018, p.29 <https://www.madebydyslexia.org/assets/downloads/EY-the-value-of-dyslexia.pdf>
- ⁹ Made By Dyslexia & ManpowerGroup Talent Solutions, The Dyslexic Dynamic, 2021, <https://www.madebydyslexia.org/The-Dyslexic-Dynamic-Report.pdf>
- ¹⁰ Interview with GCHQ, Made By Dyslexia, D.Spot: Dyslexic Intelligence. Available at: <https://www.youtube.com/watch?v=Ez7hc7krzaU&list=PLT1MXtL-wyGc4CcD7nQAxwbkrWxZQ5yAZ&index=2>
- ¹¹ Made By Dyslexia & ManpowerGroup Talent Solutions, The Dyslexic Dynamic, 2021, p.9 <https://www.madebydyslexia.org/The-Dyslexic-Dynamic-Report.pdf>
- ¹² Dyslexia in education 2022: new global research, Made By Dyslexia, October 2022
- ¹³ Dyslexia in education 2022: new global research, Made By Dyslexia, October 2022
- ¹⁴ Dyslexia in education 2022: new global research, Made By Dyslexia, 14 October 2022
- ¹⁵ Dyslexia in education 2022: new global research, Made By Dyslexia, October 2022
- ¹⁶ Dyslexia in education 2022: new global research, Made By Dyslexia, October 2022
- ¹⁷ Educational cost of dyslexia, BDA, October 2019. Available at: <https://cdn.bdadyslexia.org.uk/uploads/documents/Educational-cost-of-dyslexia-APPG-for-Dyslexia-and-other-SpLDs-October-2019.pdf?v=1632303330> (Accessed: 5 September 2022)
- ¹⁸ Dyslexia in education 2022: new global research, Made By Dyslexia, October 2022
- ¹⁹ Made By Dyslexia Global Parent & Teacher Research, 2019

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- ²⁰ Dyslexia in education 2022: new global research, Made By Dyslexia, October 2022
- ²¹ Dyslexia in education 2022: new global research, Made By Dyslexia, October 2022
- ²² Yale Centre for Dyslexia & Creativity. Available at: <https://dyslexia.yale.edu/dyslexia/dyslexia-faq/> (Accessed: 5 September 2022)
- ²³ No to Failure report, 2009, Available at: <http://www.thedyslexia-spldtrust.org.uk/media/downloads/inline/early-identification.1366122694.pdf> (Accessed: 5 September 2022)
- ²⁴ Rose Dyslexia Review, 2009, Available at: <http://www.thedyslexia-spldtrust.org.uk/media/downloads/inline/the-rose-review.1327396992.pdf>
- ²⁵ Rose Dyslexia Review, 2009, Available at: <http://www.thedyslexia-spldtrust.org.uk/media/downloads/inline/the-rose-review.1327396992.pdf>
- ²⁶ National Center for Learning Disabilities, USA. Available at: https://www.nclld.org/wp-content/uploads/2017/03/1-in-5-Snapshot.Fin_.03142017.pdf (Accessed: 5 September 2022)
- ²⁷ Dyslexia in education 2022: new global research, Made By Dyslexia, October 2022
- ²⁸ Xtraordinary People research, Pupil Referral Units, Southwark, 2007
- ²⁹ IPPR, Making the Difference, 2007. Available at: <https://www.ippr.org/publications/making-the-difference> (Accessed: 5 September 2022)
- ³⁰ National Center for Learning Disabilities, USA. Available at: https://www.nclld.org/wp-content/uploads/2017/03/1-in-5-Snapshot.Fin_.03142017.pdf (Accessed: 5 September 2022)
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- ³² New York City Government. Available at: <https://www1.nyc.gov/office-of-the-mayor/news/288-22/transcript-mayor-eric-adams-appears-live-the-yes-network#/0> (Accessed: 5 September 2022)
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